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# SOCIAL STUDIES

COURSE INTRODUCTION BOOKLET



ALBERTA CORRESPONDENCE SCHOOL





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# **Social Studies**

## **COURSE INTRODUCTION BOOKLET**



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## FOREWORD

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Welcome to distance learning. You have chosen an alternate form of learning that allows you to work at your own pace. Distance learning allows you greater freedom in some ways than traditional classroom learning. You have shown that you are independent, resourceful, and exceptional because you want to complete a course of study on your own; but it does take a lot of drive to carry on without someone standing behind you and pushing you as a classroom teacher often does.

It also requires greater discipline. You are on your own much of the time.

This booklet has been prepared to familiarize you with the process of learning at a distance. It contains general information about your course and how it is designed. It also includes advice on how to manage your distance learning successfully.

## DISTANCE LEARNING

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When you choose to learn at a distance, you make an important decision in your life. Success in this course will perhaps improve your employment opportunities. It may allow you to enter a college or a university. It may allow you to begin a program of studies in which you are vitally interested. Whatever your reasons for studying, success in this course will raise your self-esteem. It will make you feel good about yourself. We want to help you feel this way.

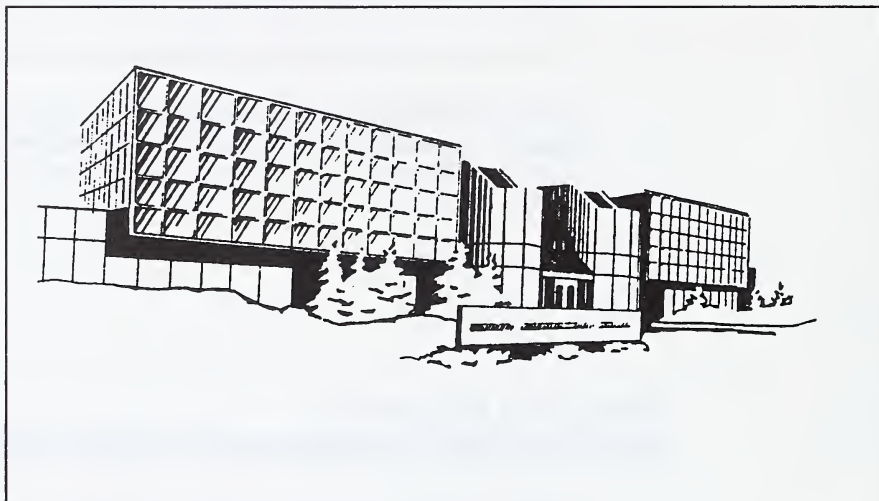
The responsibility for reading, studying, and answering questions is, of course, on you, the student. You will be responsible for managing your own time and for sitting yourself down to complete assignments.

**We are here to help you do it!**

## The Alberta Correspondence School

The Alberta Correspondence School helps those who want to learn at a distance.

### THE ALBERTA CORRESPONDENCE SCHOOL



The Alberta Correspondence School is a branch of Alberta Education. It helps educate approximately 40 000 students a year from all parts of Alberta, the rest of Canada, and all over the world. Not all of these students study on their own. Some students use distance learning courses to work at their own pace but work in schools or institutions under the guidance of a learning facilitator. The Alberta Correspondence School provides materials for grades one to nine, for the core subjects in high school, and for many option courses. All courses follow Alberta curriculum guidelines.

The building, located in Barrhead, Alberta, is about 6 500 m<sup>2</sup>. Barrhead is located 120 km northwest of Edmonton. It contains a modern printing and typography unit, an instructional design unit, a teaching unit, a shipping and mailing unit with its own postal code, and a student services unit. The staff numbers about 200. Some teaching staff work in their homes on a contract basis.



## How the Assignments Are Processed



1. Students submit assignments. They are received at the Mailing Department and sent to the Recording Department.
2. At the Recording Department materials are separated and labels are checked to see that they are correct. Assignments are sorted into Elementary, Junior High and Senior High subject areas.
3. All assignments and tests are entered into the computer.
4. Depending on the teacher to whom the student is assigned, the student's assignments come to the in-house teachers at the Alberta Correspondence School or go to the contract teachers who work at home.
5. Corrected assignments are returned to the Recording Department. The marks are entered into the computer.
6. The assignments are put into envelopes and mailed back to the students.

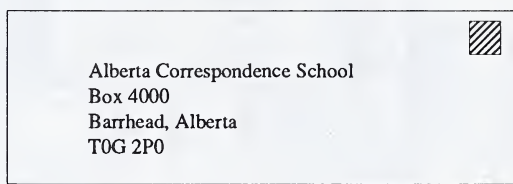
**It is important to label your materials carefully so that they are not lost in the masses of paper that are sent to the school.**

## How to Make Contact

Your main means of contact in distance education is through the assignments you send for correction. Most of the assignments are self-explanatory. You will be able to understand what you are required to do by reading and rereading the instructions.

Some people, especially those who are distance learners for the first time, might feel intimidated or overwhelmed by the amount of information they must read and absorb. Do not be discouraged. Persevere. If you need help, you may contact the Alberta Correspondence School in one of four ways.

1. You may write a letter to be mailed or faxed.



Fax number is 674-6588

OR

2. You may call the Alberta Correspondence School.



- If you live in the Barrhead area, call 674-5333.
- If you live in other parts of Alberta, you may phone using the Government RITE System. Dial the number of the RITE Operator under your local Government of Alberta listings and ask for the Alberta Correspondence School (674-5333).
- If you live in an area of Alberta not serviced by the RITE system, simply dial "0" and ask for "ZENITH 22333"; then ask for the Alberta Correspondence School.

OR

3. Come to visit the Alberta Correspondence School in Barrhead (120 km northwest of Edmonton). Office hours are 8:15 am to 4:30 pm, Monday to Friday, except on statutory holidays. Phone ahead if you wish to see a particular person.

OR

4. Contact the Edmonton Study Centre. If you live in Edmonton, you may contact the Edmonton Study Centre for information, some supplies, and as a drop off point for assignments. The hours are 8:15 am to 4:30 pm Monday to Friday.  
Telephone 427-2766.

Edmonton Study Centre  
9th Floor  
Harley Court  
10045-111 Street  
Edmonton, Alberta

When you are concerned about course content, ask for a specific teacher or a particular department. When you are concerned about registrations, testing or accounts, ask for student services.

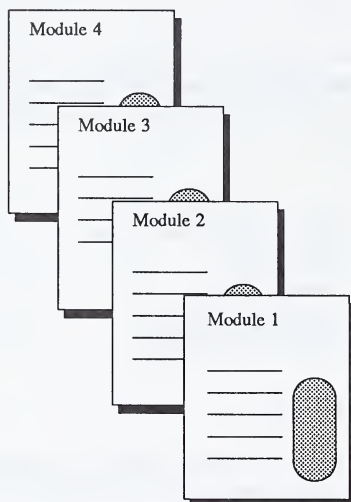
**You can always call for help**

- if you have honestly tried to complete an assignment but cannot.
- if you have a question about tests or registrations.
- if you have trouble understanding a concept covered in the Module Booklet or Assignment Booklet.

## COURSE DESIGN

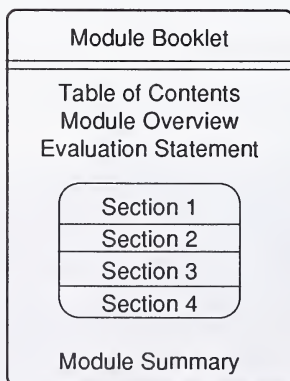
This new learning package involves many other components in addition to the Course Introduction Booklet.

### Modules



The print components involve booklets called modules.

The structure of the Modules in Social Studies follows a systematic design. Each module begins with a table of contents, a module overview and an evaluation statement.



The body of the module is made up of closely related sections. The number of sections will vary from module to module, but each section contains student activities that develop strategies, knowledge and skills centred around a theme.

You will be correcting your responses to these activities. The answers are located in the Appendix at the back of the Module Booklet.



The activities in the Module Booklet serve several purposes.

1. They help you to become responsible for your own learning.
2. They help you to confirm and clarify your understanding of basic concepts. This understanding will help you to understand more difficult concepts and to answer more difficult questions in the Assignments.
3. They provide instant feedback. You are not left wondering about your grasp of the concept being studied.
4. They evaluate your ability to follow instructions.
5. They give you a sense of achievement. You know almost immediately that you can handle this material. You can go on to master the next concept.

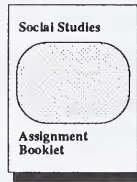
To fully benefit from self-assessment activities, you should follow this procedure.

1. Read and study the material assigned.
2. For those activities which you are unable to do, restudy the related material. Attempt those activities again.
3. Work through all the activities on your own. You need practice in completing the activities on your own to prepare for the final test. Doing your own work is how to learn the subject.
4. Answers are provided in the Appendix. Use a pencil or different coloured ink to assess your own work.
5. If you did not score as well as you wanted to score, restudy the material before continuing in your booklet.
6. Be sure to make corrections if necessary. Your Module Booklet should be kept as accurate as possible for later reference when doing assignments and studying for the final test.

If you continue to have difficulty, ask your distance education teacher for assistance. You may want to include a note in your module or contact your teacher by telephone or letter.

Each module ends with a summary that focuses on the main ideas that you have learned. This is an important part of the module because it discusses how all the ideas in each section are related.

## Assignment Booklet



Accompanying each module is an Assignment Booklet. As you work in the Module Booklet, you will be directed to turn to your Assignment Booklet several times.

The assignments give you an opportunity to have a qualified teacher judge your knowledge, understanding and interpretation of the subject matter and your progress in gaining various skills. If you need help, the teacher can make suggestions for improvement.

Complete assignments in blue or black ink rather than pencil.

Your mark for each module will be determined by how well you do the assignments in the Assignment Booklet. Read the directions and the questions carefully to be sure you understand what is wanted. For longer answers, you may find it useful to write a rough draft. When you are sure you know what you want to say, write your answer in the Assignment Booklet as neatly as you can. Supply facts, comments, interpretations, or criticisms as required. There may be some questions asking your opinion or judgement about unsettled issues. Answer such questions frankly. You will not be graded on your opinion but on how well you support it with facts and logical reasoning. If you are having difficulties, you should go back and review the appropriate section.

When you have completed the Assignment Booklet, it should be promptly mailed for correction to the Alberta Correspondence School. While you are waiting for feedback from the teacher, you are encouraged to start the next module.

## Media



VIDEOCASSETTE



AUDIOCASSETTE

The package also includes reference to media. Pathways have been developed so you can use a variety of media to learn what is important. These different routes have been included to suit different learners. Wherever videos have been included, a print version is also available. This way, if the media isn't available or desired, you can follow the print version and still successfully complete the course.



## COURSE OVERVIEW

### All About Social Studies

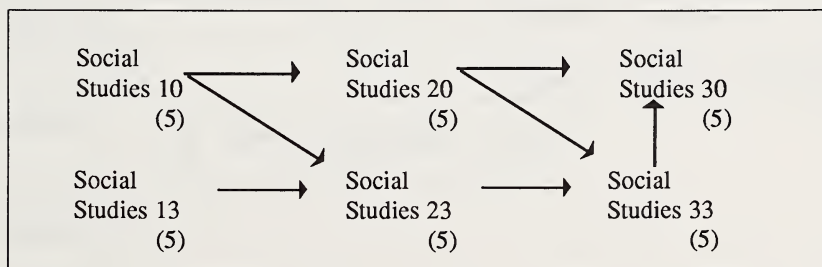
The Senior High School Social Studies program includes two streams, namely Social Studies 13-23-33 and Social Studies 10-20-30. These senior high courses will reflect the goal of responsible citizenship. Students in Grade 10 will concentrate on responsible citizenship in Canada. In Grade 11 and Grade 12 students will concentrate on responsible citizenship in the world.

The 13-23-33 courses are designed for students who might have difficulty experiencing success in the 10-20-30 Social Studies courses. Students have a choice between Social Studies 13 and Social Studies 10 when they enter high school. Those wishing to obtain an **Advanced High School Diploma** will take the Social Studies 10-20-30 sequence. Those wishing to take a **General Diploma** may take either sequence. Students may wish to consider their past success in Social Studies when selecting the best alternative.

### Recommended Transfer Points

Provincially developed programs are being designed to accommodate transfer between course sequences at particular points. The following transfer points are recommended by Alberta Education for programs that will be in effect as of September 1990. Special circumstances may warrant student transfer at other points in the curriculum.

### RECOMMENDED TRANSFER POINTS



## Course Descriptions

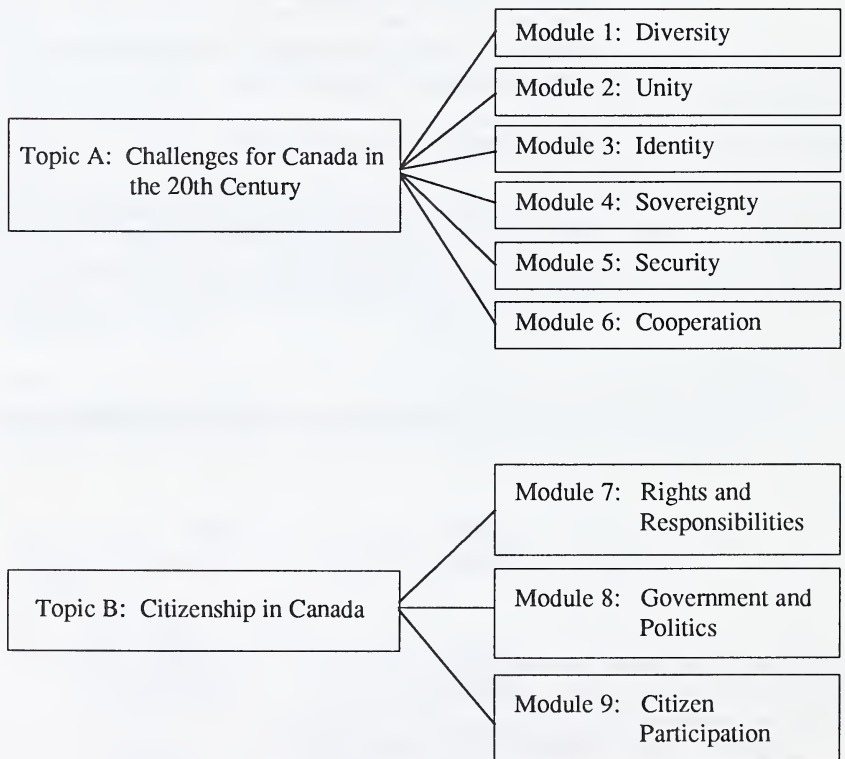
The following is a brief breakdown of each course.

### Social Studies 13

Social Studies 13 is divided into two main topics:

- A. Challenges for Canada in the 20th Century
- B. Citizenship in Canada

The course is divided into nine modules: the first six modules relate to Topic A and the last three modules relate to Topic B. Below is a graphic representation of the Social Studies 13 course structure:



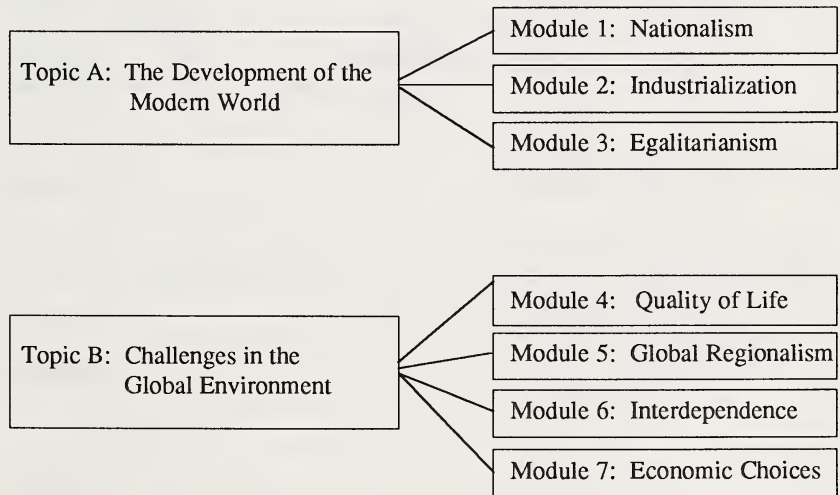
### Social Studies 23

Social Studies 23 is divided into two main topics:

- A. The Development of the Modern World
- B. Challenges in the Global Environment

The course is divided into seven modules: the first three modules relate to Topic A and the last four modules relate to Topic B.

Below is a graphic representation of the Social Studies 23 course structure:



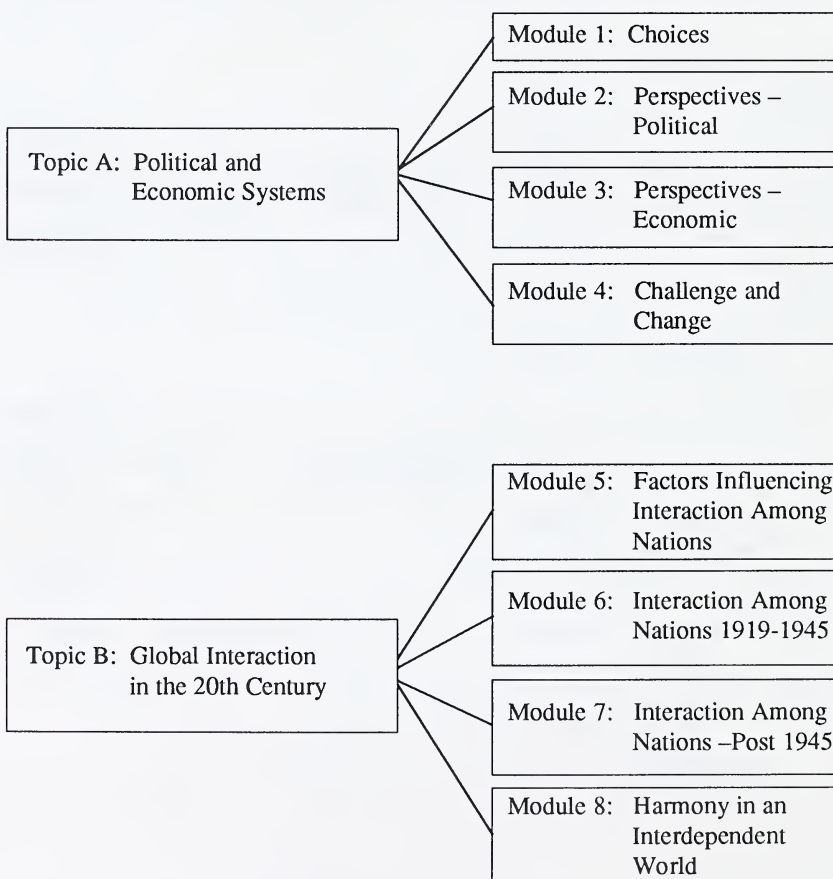
### Social Studies 33

Social Studies 33 is divided into two main topics:

- A. Political and Economic Systems
- B. Global Interaction in the 20th Century

The course is divided into eight modules: the first four modules relate to Topic A and the last four modules relate to Topic B.

Below is a graphic representation of the Social Studies 33 course structure:



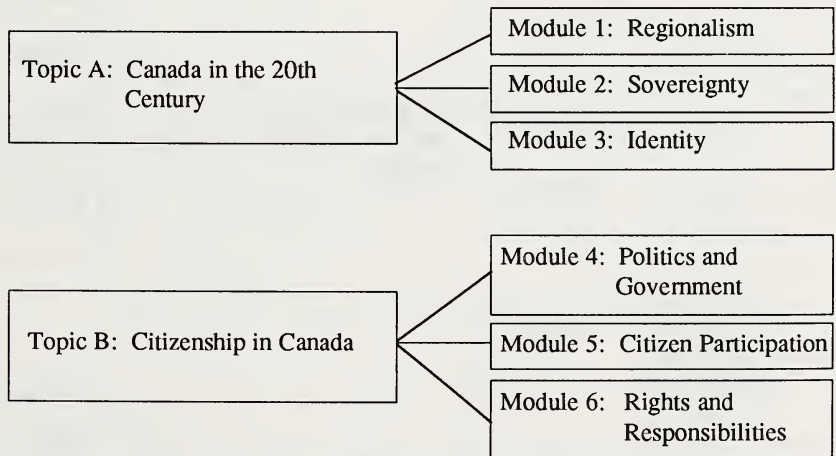
## Social Studies 10

Social Studies 10 is divided into two main topics:

- A. Canada in the 20th Century
- B. Citizenship in Canada

The course is divided into six modules: the first three modules relate to Topic A and the last three modules relate to Topic B.

Below is a graphic representation of the Social Studies 10 course structure:



## Social Studies 20

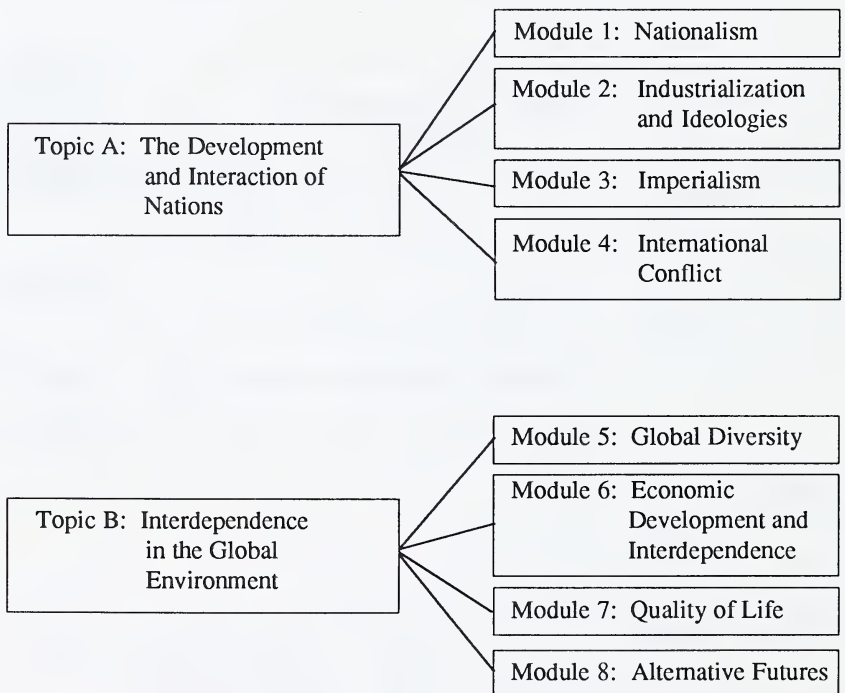
Social Studies 20 is divided into two main topics:

A. The Development and Interaction of Nations

B. Interdependence in the Global Environment

The course is divided into eight modules: the first four modules relate to Topic A and the last four modules relate to Topic B.

Below is a graphic representation of the Social Studies 20 course structure:





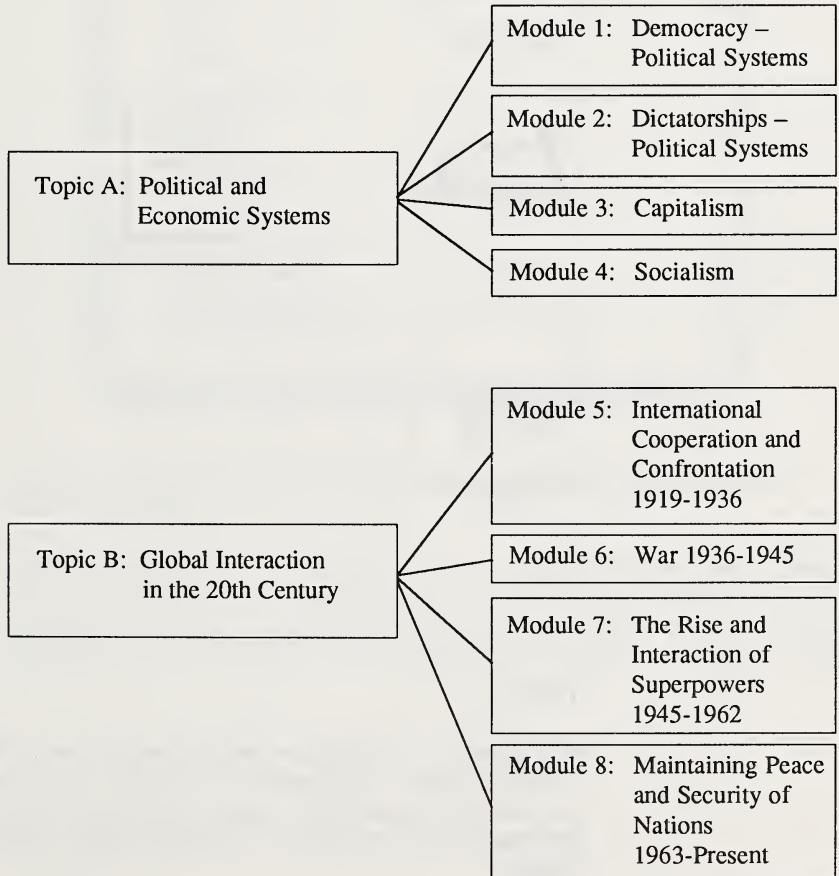
## Social Studies 30

Social Studies 30 is divided into two main topics:

- A. Political and Economic Systems
- B. Global Interaction in the 20th Century

The course is divided into eight modules: the first four modules relate to Topic A and the last four modules relate to Topic B.

Below is a graphic representation of the Social Studies 30 course structure:



## Symbols and Terms Used in This Course

### Symbols

Your course has some interesting symbols in the margins. These symbols are used throughout the course.



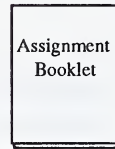
Audiocassette



Television/Video



Read



Assignment Booklet



Discuss



Write



Survey/Questionnaire

### Terms

New terms or concepts are handled in a variety of ways. Most often, they are defined within the context of the sentence or paragraph. In some cases, their meaning is provided at the bottom of the page or in a note in the margin. Also check the beginning of the Appendix in each module booklet. Sometimes a special Glossary is included.

## COURSE MATERIALS

Before you begin this course, you should assemble all the items you need to do your assignments.

### KEEP THESE MATERIALS IN YOUR WORK AREA

pens	VCR (VHS format)
pencils	optional
eraser	
ruler	
paper	
scrap paper	
atlas	
dictionary	
stapler/tape	
timetable	
return envelopes	
course materials	
cassette player	
ACS phone number	

You will be required to complete most written assignments in blue or black ink rather than pencil.

Precise communication is important in a course such as in Social Studies. Since the success of most distance learning depends on one's ability to communicate effectively, you must understand words and be able to use them correctly. The dictionary is an important reference book that contains information necessary to communicate clearly.

## Materials

Materials Supplied	Materials Required	Optional Materials
<b>Courseware</b> Course Introduction Booklet Module Booklets Assignment Booklets Final Test	<b>Textbook</b> none required	
<b>Media</b> audiocassettes	<b>Media</b> cassette recorder  Other books atlas dictionary	<b>Media</b> VCR (VHS)  Other Videocassettes used in the course may be available from the L.R.D.C., or call your regional library service for more information.

When you receive your course materials, you should take time to look carefully at what you have received. **Take note that your entire course may not be sent at one time.** If you received the wrong course or your course is defective in any way, notify the Student Services Department of the Alberta Correspondence School immediately.

## Handling the Courseware

Courses may involve audiocassettes and/or videocassettes. Whether the material is loaned or purchased, it is important to take care of these items. Scratches, dirt, grease, extreme temperatures, or magnetic fields such as those in electric motors will damage them.

## GRADING AND EVALUATION

---

What an easy life it would be if we did not have to be evaluated on what we do or know. All around us, everyday, we are being measured against some standard.

- At work we are evaluated on our performance.
- In society we are evaluated on our social skills.
- At home we are evaluated on our contribution to the family unit.

Distance learning also involves grading and evaluation.

### Evaluation of Assignments

Each assignment submitted to your distance education teacher is evaluated on the basis of your demonstrated understanding of the concepts taught in that module, completeness of work, as well as neatness and legibility. The value of each assignment is stated in a circle beside the assignment title. The total value of each Assignment Booklet is 100 marks. The letter grading located on the cover of the Assignment Booklet reflects your mark for the entire module. The letter grading follows the scale of percentage or performance equivalencies listed below.

A	=	80%	to	100%	Outstanding
B	=	65%	to	79%	Good
C	=	50%	to	64%	Satisfactory
D	=	40%	to	49%	Needs Improvement
F	=	0%	to	39%	Unsatisfactory

### Evaluation of Final Test

In all courses in grades 10, 11, and 12 you are required to write a final test set by the Alberta Correspondence School. The final test constitutes 60% of your overall grade. A portion of your final mark will be based on your course work, provided that you achieve a mark of 40% on your final test.

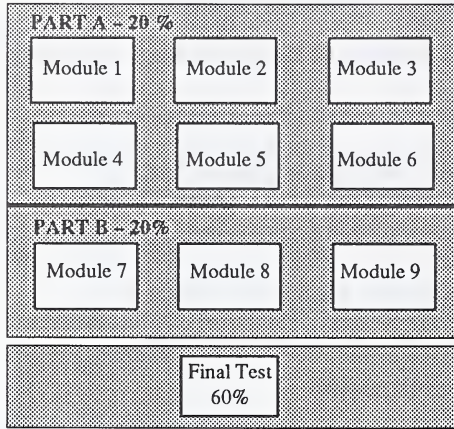
Should the test mark differ substantially from the year's work, the teacher will use discretion in balancing the composition of the marks in order to arrive at a fair assessment of your ability in the course.

You must receive a final mark of at least 50% in order to receive credits in any high school subject.

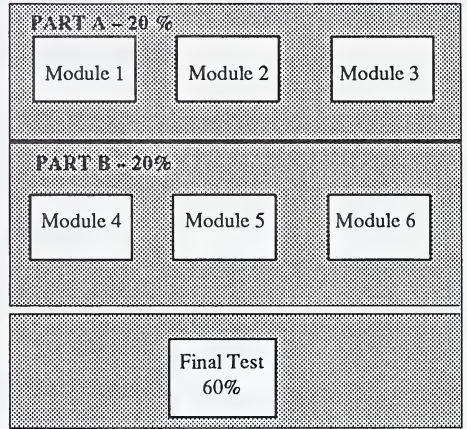


## Weightings for Each Social Studies Course

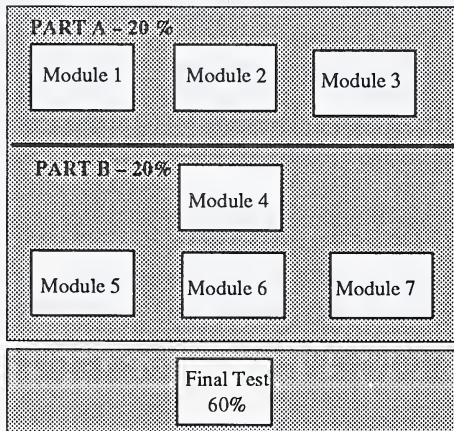
Social Studies 13



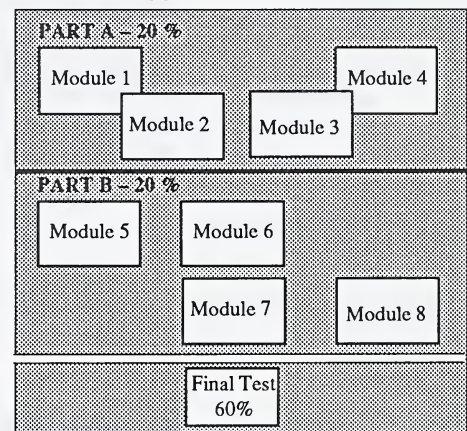
Social Studies 10



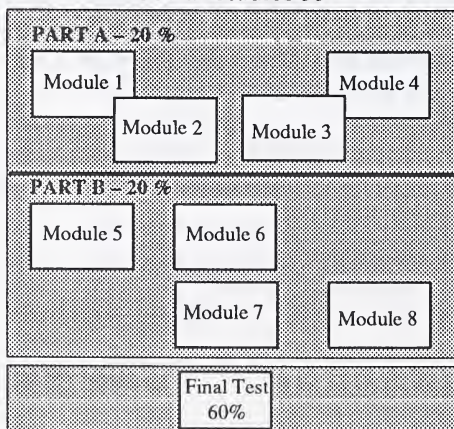
Social Studies 23



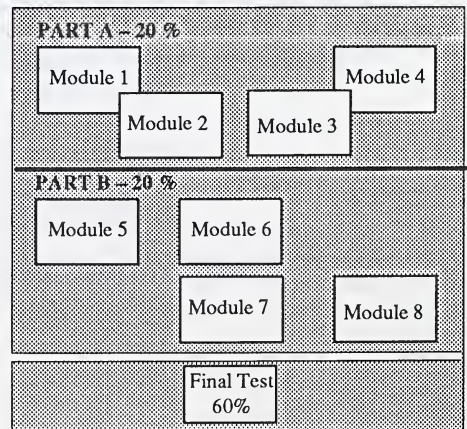
Social Studies 20



Social Studies 33



Social Studies 30





## Information About the Final Test

If a test is not written before expiry date of registration, the course is considered incomplete for the school year in which the student registered. A new registration in the course would then be required before the final test could be written. Information concerning expiry dates of registration is available by calling the Student Services Department or the Registration Department at the Alberta Correspondence School.

### Classroom Students

These students are those who are regularly attending a school in Alberta and who are supplementing their school programs by taking one or more distance education courses.

The final test will be sent automatically to your school principal and the final grade will be determined when **all** modules and the final test are graded.

Your principal is in charge of scheduling final tests and all questions about the scheduling of the final test should be directed to him or her.

### Non-Classroom Students

These students are those studying independently who are not registered in any subject in any Alberta classroom.

The *Student's Application for Final Test* is sent out automatically to all non-classroom students when the student has completed the first part of the course.

The student is expected to find a test supervisor acceptable to the Alberta Correspondence School. You should arrange for a teacher to supervise your test. If one is unavailable, you may be supervised by a secretary-treasurer of a county or school jurisdiction, school secretary, clergyman, magistrate, police officer, bank manager, postmaster, or other professional person in a position of public trust.

The Alberta Correspondence School reserves the right of approval of supervisors selected by students. The School also reserves the right to request that a student's examination be written at a specific supervised writing centre.

The *Student's Application for Final Test* must be completed by the student and proposed supervisor and returned to the Alberta Correspondence School before the examination can be released.

The test will then be sent to the approved supervisor, and the final test will be administered by that person at a time and place suitable to both parties. The completed test should be mailed to the Alberta Correspondence School by the test supervisor.

The student must not only make the arrangements for the test, but must also bear any expenses of the supervision.

## Appeal Test

Appeal tests are available to all students as an opportunity to improve marks, but must be requested within thirty days from the issue date of the result statement. Only one appeal will be permitted for each completed course. Students will receive information regarding appeals with their result statements.

## Preparing for the Final Test

- To prepare for the final test, review the self-assessed activities in the modules, and carefully restudy your corrected assignments.
- Learn the important terms.
- Review any reading you did for the course.
- Be prepared to be tested on anything covered in the modules.
- Work carefully, on your own, and review the material as you go along.

Do your own work so that you understand it. Your knowledge and ability are being evaluated on the final test.

*What I see, I forget.*

*What I hear, I remember.*

*What I do, I understand.*

*– Chinese Proverb*

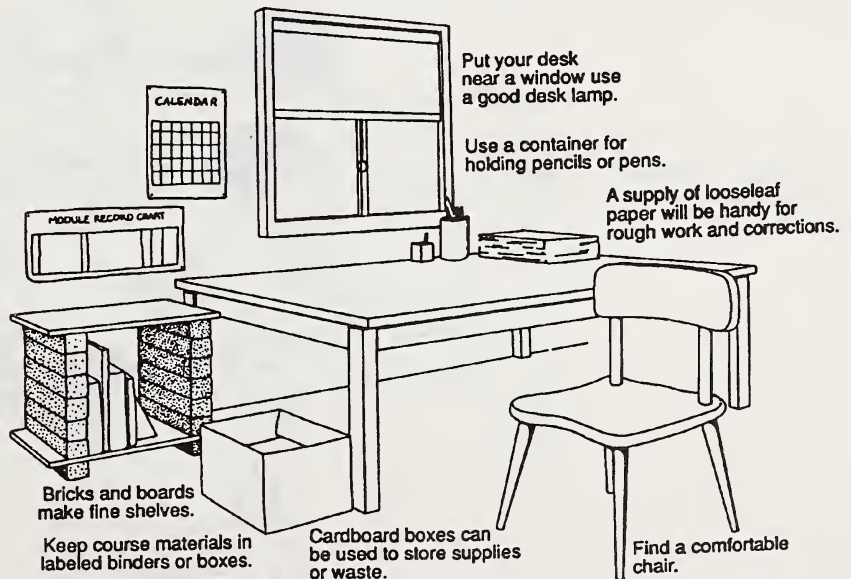
## STARTING OUT RIGHT

Proper planning, organization, and good study habits will help you to succeed in your studies. This section of the guide will give you some idea of how to use your time efficiently so that you will realize your goals. If you have not studied for a while, you will probably benefit from the tips on time management and study habits in this section.

### Setting Up Shop

Probably one of the best ways to ensure success in your studies is to establish a study corner. This is a quiet, well-lit area where you may leave your books, papers and supplies. It should be an area where there is no telephone, no radio, no television, and no people doing things to distract you. Find your best place to study. You are ready to begin your studies in earnest! A comfortable chair and sufficient work space (table or desk) are essential. All necessary supplies, tools, materials, and textbooks must be gathered. Your work area could contain exercise equipment like barbells or even an exercise bike. When you begin to feel sluggish, you will find that a ten minute exercise break will do much more to revive you than a cola or cup of coffee.

The following diagram may be helpful as you organize your study area.



Organize your study area.

Keep all your supplies in this area.

Sit down and start to work immediately.



## Time Management

Corporations and businesses offer courses on time management to help their employees become more productive. There are so many demands on our time nowadays that we really must make the effort to organize our work and our activities. This organization or planning is called time management.



With distance learning, it is necessary that you plan your own schedule. Only you know exactly how much time you have available for completing a course. It does not matter too much what time of day you do course work. This varies with the individual's situation. Distance education is flexible. To decide exactly how much time you must make for your studies, you must set priorities. You must decide exactly when you wish to have your course completed. You must take into account time worked away from home, time needed for chores, and time needed for recreation and relaxation when you make this estimate.



**Make a Weekly Plan**

People who write for a living always have deadlines to meet. They cannot wait for inspiration. They discipline themselves to sit down and write for a number of hours every day. Whether they like it or not, they stick to a schedule. This determines success.

Begin your planning by thinking in weekly terms.

- Keep track of what you usually do in a typical week.
- Plan the studies you can do in a typical week.
- Keep a list of what you must do each day and cross off each study task as you complete it.
- Find your own best time to study.
- Set deadlines and stick to them.
- Don't dwell on failures. Get back on schedule.
- Self-discipline and motivation help you succeed.

**SAMPLE WEEKLY TIMETABLE**

Begin when you usually wake up.



Write in every hour.



End when you usually go to bed.

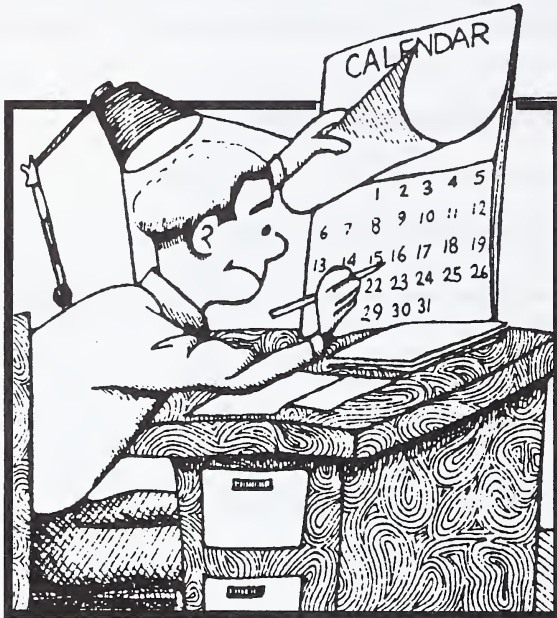
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**Keep track of every major activity – Don't plan to use 100% of your time. Allow for possible interruptions and jobs taking longer than you planned.**

**How much time – realistically – have you planned for your studies?**

### Make a Monthly Plan

The next step is planning a monthly schedule.



- Block off the days you know you will not be able to study at all.
- Count the days you have available between the time you begin the course and the time you want to write the test.
- Don't forget to leave time for review.
- Count the number of sections or modules you must complete within this time.
- Estimate how many days you have to complete each section and each module.
- Make a monthly plan like the one below.

### SAMPLE MONTHLY TIMETABLE

#### SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

TOTAL WORK DAYS AVAILABLE FOR STUDY

GOAL :



### Make a Course Plan

When you have an idea of how much time you have available every day, week, and month, look at a plan for completing the course(s) you are studying.

Modify your plan as circumstances change. Be flexible, but don't procrastinate. If you need help planning a schedule, be sure to ask your distance education teacher.

Our experience has shown that a planned approach to module completion is far better than the "hit and miss" method of completing modules now and then, as you feel like it.

#### SAMPLE COURSE TIMETABLE

Course Name _____ Date of Starting _____				
Planned Completion Date _____ Actual Completion Date _____				
Module	Planned Completion Date	Actual Completion Date	Date Mailed	Date Returned
1				
2				
3				
4				
5				
6				
7				
8				
9				

You will need determination and perseverance to continue working independently.

## Basic Study Tips

1. *Do not dwell on failure* – Studying on one's own is a big step for many people. If you have even once in your past life experienced failure in any subject, you may have found it difficult to attempt that subject again. Failure in the past in a subject, or even in an assignment, does not make success impossible. It just means you have to work harder to achieve it. Learn from your mistakes.
2. *Leave negative thoughts outside the study area* – A prejudice against a subject – "I hate poetry" – will not help you learn. Forget what you like or do not like. Just try to complete each activity and assignment to the best of your ability.
3. *Get enough rest* – If you are ill or listless, you cannot make good use of the time you have set aside for studying. Keep physically and mentally fit.
4. *Set an objective for every study period* – Aim to accomplish that goal within a certain amount of time. Then record your success on your daily or monthly study plan.  
*Example: Tuesday 3 to 4 p.m. Read pages 10 to 30.*  
*Tuesday 4 p.m. Done!*
5. *Learn to concentrate* – People who have not studied for a while might have trouble concentrating. If you are one of these people, begin by studying in a room free of distractions. Limit yourself to studying one subject for one hour. For this hour, put everything else out of your mind. Sit down and start. Take a ten or fifteen minute break after this hour. During the break, concentrate on other things that need doing or are interfering with your concentration. Before this break, plan what you will do in the next study hour.
6. *Study by wholes rather than parts* – Get the whole picture of what you are studying – like the entire objective – rather than concentrating on isolated parts. Do not just memorize. Understand the total concept.
7. *Review* – After forty-five minutes, see how you are doing. Test yourself to see what you have learned.
8. *Switch* – Switch subjects or activities before you become stale. If you are working regularly and truly concentrating, one or two hours on one subject should be enough at one sitting.
9. *Do difficult tasks first* – Concentrate on the most complex concepts first – when you are still fresh.
10. *Make use of the library* – Learn where reference material is located. Learn how to use reference material efficiently. Besides being a place of inspiration, a library is the best resource you can have.

*And remember . . .  
the amount of time is  
not as important as  
the use you make of  
the time available.*

"Practice is in all things the best teacher for mortals."

Euripides (Greek dramatist, 484 - 406 B.C.)

## Strategy for Completing a Module

When you are ready to work on a module, first make a quick survey of the material you will be responsible for. Look at the activities you are required to do. Set up your time schedule.

It is very important that you read all pages accurately and answer exactly what is asked in every activity and assignment. One method of reading and studying that will help you is the SQ3R method.

**SQ3R** – Reading and studying a passage involves five stages:

**SURVEY - QUESTION - READ - RECALL - REVIEW**

Try doing the following.

### *Survey*

This step involves skimming the printed matter. Note the titles. Read the introduction and the Contents. Read the headings of sections. See if there is an appendix, index, or bibliography.

### *Question*

Before beginning an assignment or activity, ask yourself questions. Look at the headings. Ask yourself "What am I to do? Where do I find the answers? How does this fit with what I will do later? What topics does this material cover?"

### *Read*

Read material once or twice quickly for its general ideas. Read it again for details. Look at charts and illustrations. Look at the whole, then the parts. Try to understand the main point of view.

### *Recall*

Try to recall the main points of what you have read. You might say these aloud. You might jot them down in note form.

### *Review*

Look back over what you have read to see how well you recall. Insert what you forgot. Review again.

To achieve success in a module, work on your studies regularly. Read your course pages accurately. Get your practice by completing all activities. Submit your assignments regularly. Follow the suggestions your distance education teacher gives you. Enjoy the satisfaction of achieving a good grade.

## PROCEDURES

### How to Send in Your Assignment Booklets

It is important to work regularly and to send in assignments as you are instructed. If your work is satisfactory, you need not wait for the return of corrected work before sending in further work. You should, however, allow ample time for the delivery and return of an assignment.

Try not to let too much time elapse between assignments. It is easy to forget things if you are not constantly reviewing and reinforcing them in your mind.

If a large amount of work is sent for appraisal within a short time, the work will be appraised as time becomes available. If the quality of the assignments is poor, they may be returned for additional work.

Please show your file number on all assignments and tapes or disks sent to the Alberta Correspondence School.

Report any change of address immediately. If a change is not reported, it is impossible for the school to forward information, letters, or test applications.

### Mailing

You are required to pay the postage on everything sent or returned to the Alberta Correspondence School. To speed up handling, first class postage is recommended on all assignments submitted.

You are expected to perform your work and to correspond with teachers and administrative staff in an appropriate manner. The Alberta Correspondence School reserves the right to cancel, without refund, the course of any student whose conduct is unbecoming.

Do not enclose letters concerning fees, guidance, additional courses, final tests, or general inquiries with assignments. Send these by separate mail to speed their handling and to avoid their being misplaced.

### Dropping Off Your Assignment Booklets

You may drop off assignments at the Edmonton Study Centre or in Barrhead at the Alberta Correspondence School.

### **Faxing Your Assignments**

Be sure the cover of your Assignment Booklet is filled in correctly with the proper label attached.

Check to see that all response pages have been completed as directed.

Check to see that all faxing boxes located at the bottom of each response page have been clearly filled out.

Costs for faxing assignments to the Alberta Correspondence School are the responsibility of the student.

### **What to Do with Returned Assignment Booklets**

When your corrected assignment booklets are returned to you, do not just file them away. Go over the corrections very carefully. Follow the suggestions your distance learning teacher gives you. In this way you will not be repeating errors. You will enjoy the satisfaction of achieving a good grade and learning course material.

Keep these Assignment Booklets with your Module Booklets. You will need them for preparing for the final test.

## **SUMMARY**

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This Course Introduction Booklet is a guide for distance learning students studying on their own. It is hoped that the information will answer frequently asked questions. It should provide a few tips to help you complete your courses, and help you to achieve satisfaction from your studies.





# STUDENT QUESTIONNAIRE FOR SOCIAL STUDIES

PLEASE COMPLETE THIS FORM AND RETURN IT WITH ASSIGNMENT ONE.

Name \_\_\_\_\_ File No. \_\_\_\_\_

Address \_\_\_\_\_ Postal Code \_\_\_\_\_

\_\_\_\_\_ Home Telephone \_\_\_\_\_

\_\_\_\_\_ Work Telephone \_\_\_\_\_

Age  under 19

19 to 40

over 40

COURSE NAME \_\_\_\_\_

1. Why are you taking this course? \_\_\_\_\_

2. What other Social Studies course/courses have you taken, if any?

\_\_\_\_\_  
\_\_\_\_\_

3. What grade are you in? \_\_\_\_\_

4. What school are you attending (if any)? \_\_\_\_\_

5. If you are not in attendance at school, how long have you been away from school?

\_\_\_\_\_

6. Are you employed?

Full Time

Part Time

Not Employed

Give particulars.

\_\_\_\_\_  
\_\_\_\_\_

7. Have you had previous experience taking a correspondence course?  Yes  No If yes, give course names.

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8. By what date do you hope to complete this course? \_\_\_\_\_

Write in the current date: \_\_\_\_\_

9. Mention any special factors (handicaps, jobs, illness, etc.) which may influence your progress in this course.

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10. Is there a public library available to you?  Yes  No

11. Do you have a dictionary in your home?  Yes  No

If yes, identify it: \_\_\_\_\_

12. Do you have a videocassette player in your home?  Yes  No

If you wish to comment further, use the spaces below.

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Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_

## COURSE SURVEY FOR SOCIAL STUDIES

Please evaluate this course and **return this survey with your last module assignment**. This is a new course designed in a new distance-learning format, so we are interested in your responses to it. Your constructive comments will be greatly appreciated so that a future revision may incorporate any necessary improvements.

Name \_\_\_\_\_ Course Name \_\_\_\_\_

Address \_\_\_\_\_ Age  under 19

\_\_\_\_\_  19 to 40

\_\_\_\_\_  over 40

File No. \_\_\_\_\_ Date \_\_\_\_\_

### Design

1. This course contains a series of Module Booklets and Assignment Booklets. Do you like the idea of separate booklets?

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2. Have you ever enrolled in a correspondence course before that arrived as one large volume?

Yes  No If yes, which style do you prefer?

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3. The Module Booklets contained a variety of self-assessed activities. Did you find it helpful to be able to check your work and have immediate feedback?  Yes  No If yes, explain.

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3. Were the questions and directions easy to understand?  Yes  No If no, explain.

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4. Each section contains follow-up activities. Which type of follow-up activity did you choose?

\_\_\_\_\_ mainly Extra Help      \_\_\_\_\_ a variety

\_\_\_\_\_ mainly Enrichment      \_\_\_\_\_ none

Did you find these activities beneficial?  Yes  No If no, explain.

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5. Did you understand what was expected in the Assignment Booklet?  Yes  No  
If no, explain.

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6. The course materials were designed to be completed by students working independently at a distance. Were you always aware of what you had to do?  Yes  No If no, provide details.

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Name of Student _____	Student I.D. # _____
Name of School _____	Date _____



7. Suggestions for videocassette activities are included in the course. Were you able to use these media options?  Yes  No Comment on the lines below.

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8. Did you find the Course Introduction Booklet useful?  Yes  No Comment on the lines below.

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### Course Content

1. What is your overall impression of the course? Did it meet your expectations?

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2. Did you find the work load reasonable?  Yes  No If no, explain.

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3. Did you have any difficulty with the reading level?  Yes  No Comment on the lines below.

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Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_

4. How would you assess your general reading level?

\_\_\_\_\_ poor reader    \_\_\_\_\_ average reader    \_\_\_\_\_ good reader

5. Was the material presented clearly and with sufficient depth?  Yes     No  
If no, explain.

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**Overall**

1. Did you contact the Alberta Correspondence School for help or information while doing your course?  Yes     No    If yes, approximately how many times? \_\_\_\_\_ Did you find the staff helpful?  Yes     No    If no, explain.

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2. Were you able to fax any of your assignments?  Yes     No    If yes, comment on the value of being able to do this.

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3. If you were mailing your assignments, how long was it taking for Assignment Booklets to return?

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4. Was the feedback you received from your correspondence teacher helpful?  Yes     No  
Comment on the lines below.

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Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

5. What did you like least about the course?

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6. What did you like most about the course?

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Additional Comments

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*Thanks for taking the time to complete this survey. Your feedback is important to us.*

Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_







N.L.C. - B.N.C.



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